

which, if the population be 11,447,629, would give one crime, *not accusation*, for 885 persons—a proportion not less than the accused even in England."

The author gives references to other countries to establish the same facts, but the foregoing are deemed sufficient. Let us examine his references to prove that education, founded on religion, changes not only the form of crime, but greatly lessens the aggregate amount:

"Scotland, compared with England, gives a different result. Of convicted criminals there were in Scotland in 1823, one to 9,649 inhabitants; in England in 1826, there was one to 1,082.

"Scotland is distinguished from all the countries named in this article, for its having the Christian religion as the basis of its whole system of national education: and this it is that gives it such a disparity, in its criminal statistics, with other countries."

The writer goes on to cite various acts of the government, to show that, by the laws establishing the schools in Scotland, religion was made the basis; and that the means of education provided were far more ample than in any of the countries heretofore mentioned:

"The power to read and write and an acquaintance with the elements of arithmetic were placed within the reach of almost every individual, while all classes of the people were enabled to read the Bible from their earliest years, and, with the assistance of the catechism, (which was regularly taught in every school,) have received the rudiments of a religious education, such as they could not have had the same means of attaining in any other country of Europe." It is supposed that about one-ninth part of the population are in the process of education.

Let us now look at Prussia, and inquire into the effects of the school system upon the morals of that community. I shall take occasion hereafter to speak more fully of the Prussian system of education, and shall content myself now with simply presenting, in a few words, the deep religious sentiment that pervades it, and the effect of it in diminishing crime.

In the first place, the teachers in their schools are required to be religious men, and their examination, previous to their admission to office, is as particular in regard to their religious character, as it is in regard to their intellectual.

In the examination of Dr. Julius before the education committee of the British House of Commons, July, 1831, he was asked whether the teachers in the Prussian schools were persons of a religious turn of mind? Answer: "The whole teaching of the seminaries is directed to instil into them a deep feeling of religion."

In the law of 1819, relating to the "training of primary teachers," we find it declared—"A schoolmaster, to be worthy of his vocation, should be pious, discreet, and deeply impressed with the dignity and sacredness of his calling."

"The principal aim of primary schools should be to form men, sound both in body and mind, and to imbue the pupils with the *sentiment of religion*, and with that zeal and love for the duties of a schoolmaster which is so closely allied to religion."

In the ordinance regulating the appointment of teachers it is declared—"As a general rule, any man of mature age, of irreproachable morals and *sincere piety*, who understands the duties of the office he aspires to fill, and gives satisfactory proofs that he does, is fit for the post of public teacher."

Without fatiguing your attention with a detail of the statistics given by our author, I will merely add that fourteen years after the establishment of this system of education in Prussia, the total amount of the crime in the kingdom had decreased thirty-eight per cent. —*I. M. Garnett, Esq.*

From the Southern Literary Messenger.

THE ONLY TRUE BASIS OF EDUCATION.

Permit me here by proofs, taken from a very able writer to establish the fact, that no system of education ever yet tried, unless religion were the foundation, has done more than to change the form of crime, without lessening, even in the smallest degree, its amount.

"In France," according to the celebrated statistical tables of M. Guerry, "out of 7,147 crimes, 1,668 were against the person, and 5,282 against property; that is as 1:3, nearly."

The same peculiarity obtains in comparing the different provinces of France, as may be seen from the tables referred to. It is well known that civilization is far more advanced in the north of France than in the south. In the north of France in 1829, there was one male pupil to every 16 inhabitants; in the south, only 1 to 43. In the same year, of 69 crimes in the north, 25 were against the person; and 44 against property.

In England, out of 121,888, a total number of crimes reported from 1810 to 1826, 2,539 were crimes against the person, and 119,349 against property. In Norway, the per centum in 1826, is 10 crimes against the person, and 90 against property; as 1:9.

In Spain in 1826, the per centum is 37 crimes against the person, and 63 against property; as 1:2, nearly.

In Massachusetts, the per centum is 635 crimes against the person, and 9,364 against property; as 1:16 nearly.

From this statement we see that crime changes its form with the advance of civilization, and the general diffusion of knowledge; crimes against the person decreasing, and crimes against property increasing, with the increase of the means of education. This fact—the simple change of the form of vice, as the effect of civilization—has had not a little influence in leading many to the erroneous conclusion, that the mere diffusion of human knowledge, unaided by christianity, is sufficient for the promotion of a sound morality.

According to these statements we see that the form of crime changes with the advance of knowledge and civilization. I now proceed to show that education, unaided by christianity, may give a new phasis to crime; it has no power to expel it.

The statements I am about to present, though collated from the most authentic sources with great care, can claim to be only an approximation to the exact result. But still they are so uniform, so broad and palpable, that they appear to my mind as satisfactory for the purpose for which I now introduce them, as the most complete data could make them. First then let us compare, in different countries, the proportion of crimes committed, to the means of education enjoyed:

1. France, in the north and the south, is widely distinguished in civilization and the means of education. In the north of France, there is one male pupil to about fourteen inhabitants. In the south, there is one to about forty-five. And allowing an equal provision for an equal number of females, it would make the proportion one pupil to about seven inhabitants in the north, and one to about twenty-three in the south: and this would make, of the whole population, not more than one in three who could read and write, and one in fourteen of the inhabitants receiving education. Now if education has a tendency to expel crime, we shall see a difference in the criminal statistics of the north and south of France, favorable to the latter. Is it so? Exactly the reverse, according to Mr. Guerry. For though he makes it appear, as was before shown, that there were more crimes against the person in the south and west of France than in the north and east, yet the total amount of crime shows a greater proportion in the north than in the south. From the tables he has so carefully prepared, exhibiting the precise amount of instruction and crime in each department of France, I should think the average would be about one hundred crimes in the north to eighty in the south. In the whole of France the number of accused were in the proportion of one in 4,195 of the population.

2. Let us now compare England and Wales with France. In England and Wales, out of a population of almost fourteen millions, it is supposed that about seven millions can read and write: that is, about one in two, and one in seven, in the whole population, are supposed to be receiving education. The total number of crimes brought before courts of justice in England in 1828 was 15,564; in the proportion of one to 721 inhabitants.

3. Let us now compare Spain with England. I have no means of ascertaining the proportion of those who can read and write, to the whole number of inhabitants in Spain; but we are very safe in supposing it to be far less than in England or France.

In 1826 according to official reports, the number of criminals in Spain amounted to 12,937